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ABSTRACT

This ninth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers assistance in determining how the project method applies to their service area and in planning and implementing this method effectively. The terminal objective for the module is to employ the project method in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case study to critique, a model critique, performance check lists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED149073

MODULE

C-9

# Employ the Project Method

**MODULE C-9 OF CATEGORY C—INSTRUCTIONAL EXECUTION PROFESSIONAL TEACHER EDUCATION MODULE SERIES**

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The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 309

# FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

# INTRODUCTION

What is the difference between "a project" and the "project method" ? A **project** is a single task or problem usually engaged in by an individual or a group of students to **supplement classroom studies.** The **project method** involves a series of carefully planned projects or a single major project designed to be the **focal point for all instruction** and instructional planning.

For instance, at the end of a unit on ecology, a class could do a **project** in which they clean up a creek running through the school property. The project reinforces and supplements the unit on ecology.

On the other hand, using the **project method,** the same class could have mapped out several projects (large group, small group, independent study) at the beginning of the unit on ecology. These projects, supplemented and supported by related classroom instruction, would be geared to accomplish the same goals as in the classroom unit. Students would learn the same concepts, but through their own efforts via projects.

The idea of the project method probably first originated with a man named Kilpatrick in the early 1900's. Kilpatrick felt that education was too content-oriented and not sufficiantly concerned with process or with students. He felt that education should be student-centered and problem-centered.

Kilpatrick's proposed "project method" was intended to be a means for developing in students, through purposeful activity (i.e., activity consistent with students' own goals and felt needs), the values needed for building the democratic character and personality—with the majority of the responsibility on the students themselves. This was in keeping with Kilpatrick's notion that the "great end of life is not knowledge, but action."[1]

Where does the teacher fit in this scheme? This module is designed to assist you in determining (1) how this method applies to your service area, and (2) what your role should be in implementing this method. Finally, the module is designed to help you plan and implement the project method effectively.

1. Samuel Tenenbaum, *William Heard Kilpatrick* (New York, NY: Harper & Brothers Publishers, 1951), p. 135.

# ABOUT THIS MODULE

## Objectives

**Terminal Objective: In an actual school situation, employ the project method. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40 (*Learning Experience III*).**

**Enabling Objectives:**

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in employing the project method (*Learning Experience I*).
2. Given a series of case study episodes, demonstrate how you would employ the project method (*Learning Experience II*).

## Prerequisites

To complete this module, you must have competency in developing a unit of instruction. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Unit of Instruction*, Module B–3

## Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have difficulty with directions, or in assessing your progress at any time.

### Learning Experience I

Optional

*References (e.g., books, magazine articles, pamphlets, videotapes)* that relate to the use of the project method in your occupational specialty to review.

*Peers and/or a resource person* with whom you can discuss the project method.

*A classroom or student vocational organization* to visit to observe project work.

### Learning Experience II

No outside resources

### Learning Experience III

*An actual school situation* in which you can employ the project method.

*A resource person* to assess your competency in employing the project method.

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This module covers performance element number 90 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

# Learning Experience I

## OVERVIEW

After completing the required reading, demonstrate knowledge of the steps and procedures involved in employing the project method.

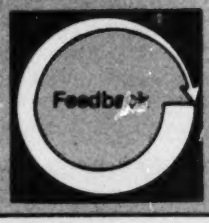
You will be reading the information sheet, Employing the Project Method, pp. 6–14.

You may wish to locate other references that relate specifically to the use of the project method in your occupational specialty.

You may wish to meet with your resource person and/or peers to further discuss the information in the reading.

You may wish to arrange to visit a classroom or student vocational organization to observe project work in action.

You will be demonstrating knowledge of the steps and procedures involved in employing the project method by completing the Self-Check, p. 16.




You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, p. 17.

Activity

For information defining the project method, and explaining and illustrating the steps and procedures involved in this method, read the following information sheet:

# EMPLOYING THE PROJECT METHOD

The project method is used to some extent in all vocational service areas. However, not all service areas use the term "project method," nor do all service areas use the project method in the same way. Some examples of how the various service areas use this method follow.

**Distributive Education** calls this method the "Project Plan," and they put this method to use extensively in their model store arrangement. By completing projects in the simulated store setting, students learn such concepts as marketing, retailing, salesmanship, merchandising, management, etc.

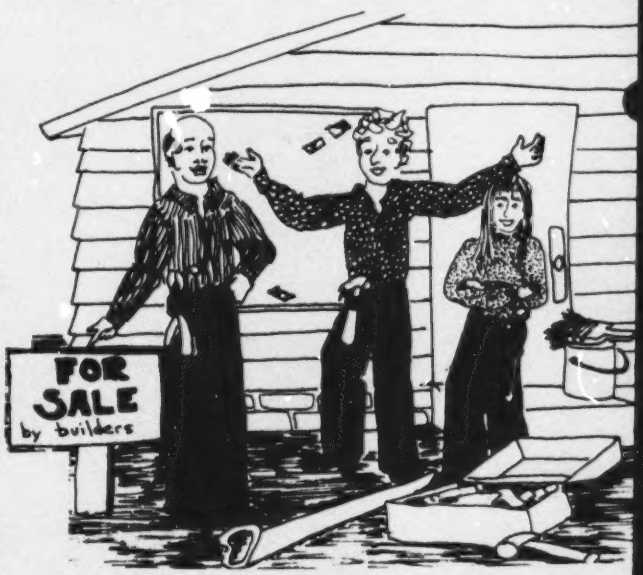
**Business and Office Education** often uses a model office arrangement. By completing projects in the simulated office setting, students learn office procedures and skills.

**Home Economics,** too, uses the project method in school, and out of school via "Home Projects" or "Home Experiences." A class of home economics students may plan and operate a day care center during school hours for a six-week period in order to learn the skills and attitudes necessary for child care. Or, an individual student may plan to redecorate his/her room at home as a home project.

**Agricultural Education** includes project method under the general heading of "Supervised Occupational Experience Program." A class of students may jointly plan a "Class Project" in which they improve the school grounds, or a "Laboratory Project" in which they service and maintain the school's power lawn equipment. Horticulture students could have a project in which they plant, grow, and sell Easter lilies. A class may cooperatively buy, feed, and market a number of livestock.

An individual student may plan a home project involving **production improvement.** An individual "Production Project" (or "Productive Enterprises" project) entails the student having a degree of ownership in a business venture for experience and profit. It also requires the production of a crop or some type of livestock. An individual "Improvement Project" entails family ownership with no direct income to the student. In addition, it involves the improvement of farm efficiency, property appearance, comfort and convenience, or business methods.

In **Trade and Industrial Education,** the project method is in evidence on an in-school basis. These classes often offer their services to the community at certain times of the day or week for a minimal charge, usually just covering supplies or materials used. The print shop students may fill the school district's orders for printing. The electronics and auto mechanics students may run repair shops. The cosmetology students might run a beauty shop. The dental hygiene students sometimes clean teeth. The carpentry students sometimes build a house and then sell it, and so on.




The project method is also often used by vocational teachers to teach basic skills involving hand and power tools. A realistic or contrived project, the completion of which requires the use of desired skills and tools, provides students with an opportunity to develop those skills under close supervision.

What all these efforts have in common is that students are applying what they are learning in the classroom, as well as learning additional skills, attitudes, and knowledge. Theory and practice,

knowledge and action, are integrated. The responsibility for learning is being placed on the students. Students who are not in an on-the-job situation have an opportunity to apply their learning, and to learn to solve problems in modified or simulated situations.

In the remainder of this information sheet, the focus will be on selecting, planning, executing, and evaluating individual projects. However, the same principles and techniques apply to the use of the more comprehensive project method.

## Selecting the Project

But, where do these projects come from? Who selects them? One option is for you, the vocational teacher, to give students a prescribed list of projects to be completed. This allows you to have the needed materials available in advance and ensures that students will be learning essential things (i.e., meeting course objectives).

The second option is to allow students free selection of projects. This does not allow you to pre-order supplies and does not ensure that objectives will be met. However, this second option encourages the students to take the responsibility for their learning and allows the students to select projects which meet their own needs and career goals.

A third option combines the benefits of the first two options. This third option involves your providing students with a list of projects which all meet a specific objective. The student is allowed to select one of the listed projects or an acceptable alternative. The student then is responsible for planning and completing the project with your guidance.

The following criteria can help in deciding which projects are acceptable. An acceptable project is designed—

- to meet a definite goal (course objective, or personal educational objective based on an individual career goal or felt need)
- to fit the student's level of motivation, maturity, and capabilities
- to be meaningful and of value to the student as an individual
- to stimulate experimentation and creativity
- to integrate theory and practice
- to be practical in terms of the availability and cost of equipment and material, the time required, and the space required
- to place the responsibility for learning on the student

The following adaptation of the selection questions proposed by Williamson & Lyle[2] can aid a student in selecting an appropriate project.

- Do I want to do this?
- Will it develop ability which I need?
- If it is a home project, will my parents approve?
- Is it hard enough, but not too hard?
- Does it have something to plan or manage?
- Is it something that is practical and useful?
- Do I have time?
- Will it help me learn something I need to learn?

Your role in all this is essentially that of a resource and guide. You should set the overall course objectives and aid students in selecting projects to meet the course objectives and their career objectives. In addition, you should provide students with related instruction and/or with related resource materials, guide student planning and implementation, and evaluate student progress. If the project is a home project, you must be sure of parental consent, and work for parental cooperation and involvement.

## Planning the Project

Once the student has decided on a project which meets the broader objectives of the course he/she is taking or the career in which he/she is interested, a plan for carrying out that project must be prepared. The plan should include the following elements—

- a description or sketch of the project itself

2. Maude Williamson and Mary Stewart Lyle, *Homemaking Education in the High School* (New York, NY: Appleton-Century-Crofts, Inc., 1961), p. 191.

- the objectives of the project, in terms of skills, information, concepts, and attitudes to be learned
- the equipment, supplies, and facilities needed to complete the project, including cost estimates
- the activities to be performed in the order in which they will be performed
- the record-keeping method to be used by the student, if a record is to be kept of how the project is progressing
- the methods of evaluation to be used, by whom (student, teacher, parent), and at what points in time

Let's take an example. Ms. Luke is teaching a unit on Business Ethics. In class, she and the students have covered the general concept of ethics and have discussed how the concept relates to the business community. This is designed to meet one of Ms. Luke's objectives, "students will be able to define business ethics." However, Ms. Luke wants students to be able to do more than merely recite a definition. She also wants her students to identify and recognize ethical behavior, to desire to be ethical, to recognize the importance of business ethics, and to strengthen their judgment skills.

She therefore presents her students with a list of suggested projects and asks them each to select a project and prepare a plan for that project. Jimmy, who is interested in a career in department store management, submitted the plan shown in Sample 1.

After Ms. Luke has had an opportunity to review Jimmy's plan, she and Jimmy would then have a conference to discuss his plan. Ms. Luke can suggest areas that are weak. For example, she might ask Jimmy, "Is a 20-hour observation period realistic? . . . How might the manager feel if you secretly observe him/her and then show up to tell him/her about the unethical behaviors going on at the store?"

Ms. Luke will want to contact the store manager to obtain permission for Jimmy's observation. She and Jimmy can decide at what points during the project she needs to meet with him to ensure continuous evaluation. Finally, she can suggest resources that might help him meet his objectives.

**SAMPLE 1**

## JIMMY'S PLAN

**1. What I need to learn**

To be able to identify and recognize ethical behavior.
To see the importance of practicing business ethics.

**2. What I plan to do**

To find out what codes of ethics exist for business, and to observe the personnel at Cox Department Store to find examples of ethical and unethical behavior.

**This will include doing these things:**

| | |
|---|---|
| by February 27 | • Going to the library and seeing if there are any codes of ethics for business organizations. |
| by March 2 | • Going to the Better Business Bureau and becoming familiar with its operation. |
| by March 10 | • Observing business at Cox Department Store for a total of 20 hours.<br>• Keeping records of ethical and unethical behaviors observed.<br>• Specific areas to be observed are (1) how complaints are handled, (2) how sales are promoted by displays and by clerks. |
| by March 15 | • Meeting with the manager of Cox Department Store to discuss what I found. |

**3. Plans for evaluation**

I will keep a record of what I am learning and observing and check this against what I have said I need to learn.
I will submit a written report summarizing my findings.
I will explain what I learned in an oral report to the class.

### Executing and Evaluating the Project

If the project plan is carefully completed with input from both student(s) and teacher, then the student should have little trouble executing the plan. Should trouble arise, it can be dealt with via the continuous evaluation which was planned. In other words, if the student has planned how progress will be recorded and evaluated, and if the student is meeting with the teacher at key points, then any problem that does come up can be recognized and dealt with before it assumes major proportions.

The final, overall evaluation device should be selected depending on the type of project the student is doing. If the student's objective is to build a quality product, there should be evaluation criteria which define what "quality" means. Or perhaps, the evaluation could be based on whether the finished product will sell.

If the project involves gathering information or problem solving, a written or oral report could serve as a means of evaluation. Another option for evaluating the latter type of project is to have the student attempt to apply what was learned to a new situation. There are numerous options, but the key to remember is that if the plan was properly prepared, then that plan should indicate what is to be learned and how. Thus, that same plan can serve as a basis for establishing the criteria to determine if the planned learning occurred.

Samples 2–5 show examples of the variety of projects appropriate to the various service areas: Agriculture (Sample 2), Home Economics (Sample 3), Trade and Industrial (Sample 4), and Distributive Education (Sample 5). Sample 6 is an example of a teacher-structured project plan for a Distributive Education model store project.

**SAMPLE 2**

## AGRICULTURE PROJECTS[3]

**Production Projects**

- 2 sows and litter
- 2 dairy cows
- 10 steers to be fattened for market
- 5 ewes and lambs
- 100 hens for egg production
- 200 chicks for broiler production
- 10 acres of corn
- 10 acres of wheat
- 1 acre of tobacco
- 5 acres of cotton
- 100 potted plants (ornamentals)

**Improvement Projects**

- swine herd improvement
- poultry flock improvement
- dairy herd improvement
- home grounds improvement
- home improvement
- home garden improvement
- establishing a home-farm shop
- establishing a field of legumes
- pasture improvement
- soil conservation
- keeping farm accounts
- farm-family living or live at home projects

3. Taken from Lloyd J. Phipps, *Handbook on Agricultural Education in Public Schools* (Danville, IL: The Interstate Printers & Publishers, Inc., 1972), pp. 190–192.

**SAMPLE 3**

# HOME ECONOMICS PROJECTS[4]

**Individual or Group Class Projects**

- canning surplus food for school lunches
- caring for school garden
- developing roadside park
- redecorating principal's office
- holding handicraft exhibit
- caring for children on community playground
- having bake sales
- making garments for Red Cross
- sewing for the poor

**Individual or Family Home Experiences**

- refinishing and redecorating an attic room to make a bedroom
- taking care of a child for a whole day
- planning and experimenting with clearing up after meals to reduce time and save energy
- having and budgeting allowance for personal needs
- preparing family meals for a week or more
- completing an entire wardrobe by making some new garments and remodeling older ones
- preserving food
- assuming responsibility for care of the home
- refinishing furniture
- improving family diet
- adding variety to family diet
- managing food budget for a week
- improving personal grooming or manners

4. Taken from Williamson and Lyle, *Homemaking Education in the High School*, pp. 183–193.

**SAMPLE 4**

# TRADE AND INDUSTRIAL EDUCATION PROJECTS

**Woodworking Projects**

- designing and developing a gun rack
- designing and developing a cutting board
- designing and developing an ironing sleeve
- designing and developing a silverware display rack

**Metal Projects**

- designing and developing a tool
- designing and developing a weathervane

**Plastic Projects**

- designing and developing an ice scraper for car windows

**Multifaceted Projects**

- utilizing entire range of shop materials (e.g., plastic, metal, wood, etc.) to make a product

**Mass Production Projects**

- designing and mass producing a product for sale

**Community Service Projects**

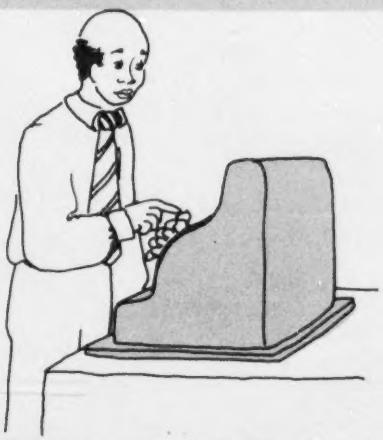
- making toys for the poor

**SAMPLE 5**

# DISTRIBUTIVE EDUCATION PROJECTS[5]

**Model Store Projects**

- displays
- ad layout
- cash register techniques
- commodity marketing studies
- inventory control
- shopping traffic
- advertisement development
- point-of-purchase signs and tags
- accounting records
- change-making



**Meet the Professionals Project**

- Via interviews, determine the two outstanding supermarket employees in the community, and what qualities they possess.

**Population Study Project**

- Study the teenage market to see how population factors and trends affect marketing. Study the over-65 market using magazine ads. Present oral report showing how ads appeal to different markets.

**Advertising Project**

- Collect advertising jingles and classify them by the motives to which they appeal.

**Teen Customer Project**

- Via a questionnaire, determine the buying habits of teens relative to fashion merchandise.

**Descriptive Words Project**

- Via printed advertisements, compile a scrapbook of the ways in which descriptive words are used to sell products.

5. Adapted from Edward T. Ferguson, Jr. (Comp.), "Some Basic Information on the Project Method in Distributive Education" (Columbus, OH: The Center for Vocational Education, The Ohio State University, n.d.).

**SAMPLE 6**

# PROJECT PLAN: CASH REGISTER TECHNIQUES

**DISCUSSION:**

The checkout station is the final point of customer contact in a self-service store. Here the customer brings his or her purchases to be checked and bagged. Operating the checkout station begins with preparing the cash register and checkout station for the day. And, it concludes with the closing-out of the cash register at the end of the day.

**PURPOSE:**

The purpose of this project is to familiarize you with the procedures of opening and operating a cash register, and checkout station.

**OBJECTIVES:**

You will demonstrate your ability to correctly open a checkout station. Also, you will demonstrate your ability to operate the cash register proficiently.

**DIRECTIONS:**

1. Obtain the cash register change fund from the student store bookkeeper. Count the fund and arrange the coins and currency in their proper compartments.
2. Prepare the checkout station for the day's business. (This includes such things as making sure there are plenty of bags; making sure the cash register was closed from the prior day's business; etc.)
3. Record all transactions on the cash register as they occur and issue change as may be necessary.
4. At the end of business, close out the cash register and the checkout station.
5. Evaluate yourself and record your achievement below. Meet with your instructor and discuss your achievement.

| | Achievement Level 1 2 3 4 5 6 |
|---|---|
| **CASH REGISTER TECHNIQUES 2.0** | |
| Expected Level of Achievement 1 | |

You may wish to check the following sources in order to locate references (such as books, magazine articles, pamphlets, videotapes, etc.) which discuss or explain how the project method is used in your specific occupational specialty: library, resource center, resource person, peers, inservice teachers.

You may wish to arrange to meet with your resource person and/or peers who are also taking this module. In this meeting, you could (1) discuss the project method from personal experiences, (2) discuss the reading you have done in the area, (3) generate a list of projects typically used in your occupational specialty, or (4) brainstorm for new project ideas.

You may wish to arrange through your resource person to visit a classroom or a student vocational organization in which the project method is being used. During this visit, you could observe the method and/or actual project work being put into action. You could see what project plans the students have developed and used, how each project was chosen to be evaluated, how much time is involved in each project, etc. You could also discuss what motivational devices were used to involve students in project work and to keep them involved.

The following item checks your comprehension of the material in the information sheet, Employing the Project Method, pp. 6–14. The item requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of the item.

## SELF-CHECK

Assume that you are about to use the project method to teach a particular unit. Describe how you would explain to your students (1) the purpose of completing projects, and (2) the steps and procedures they will be following. You need not have a particular unit in mind; this should be a general explanation designed to motivate and orient students to the project method.

Compare your written response to the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model response; however you should have covered the same **major** points.

## MODEL ANSWER

In explaining the project method, you should have covered the following areas: student motivation, teacher responsibility, and student responsibility.

You should have provided **motivation** by explaining the advantages of the project method. You should have explained that projects allow students (1) to be actively involved in their education, (2) to be creative, (3) to experiment, (4) to work in their own areas of interest, (5) to pursue activities related to their own career goals, (6) to apply that they are learning, and (7) to self-evaluate.

You should have explained **your responsibility.** You should have mentioned that you will assist the students in selecting and planning their projects, and will be available to guide and evaluate their efforts throughout the project.

You should have explained **their responsibility.** You should have made them aware that the major responsibility for the projects rests on their shoulders. They are responsible for selecting appropriate projects. To clarify what is meant by "appropriate," you could list for them the eight questions suggested by Williamson & Lyle (see p. 7 in this module).

They are responsible for planning for their projects. To illustrate what should be contained in a plan, you could list the six elements described on pp. 7–8 of this module. They are responsible for (1) discussing their plans with you, (2) executing their projects according to those plans, (3) evaluating their own projects, and (4) meeting with you to co-evaluate their projects.

**LEVEL OF PERFORMANCE:** Your completed Self-Check should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing the Project Method, pp. 6–14, or check with your resource person if necessary.

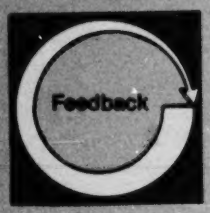
# NOTES

# Learning Experience II

## OVERVIEW

Given a series of case study episodes, demonstrate how you would employ the project method.

You will be generating a list of ten possible projects which could be completed as part of a given unit.




You will be evaluating your competency in generating a list of projects, using the Project Checklist, p. 23.

You will be critiquing a project plan submitted by a hypothetical student.

You will be evaluating your competency in critiquing the project plan by comparing your completed critique with the Model Critique, p. 27.

You will be outlining the advice and guidance you would provide to the hypothetical student based on what has occurred in his project by the time of his first checkpoint.

You will be evaluating your competency in guiding the student by comparing your written outline with the Model Advice, p. 31.

You will be constructing a checklist to evaluate the hypothetical student's completed project.

You will be evaluating your competency in constructing a project checklist by comparing your completed checklist with the Model Checklist, p. 35.

Assume that you are teaching a unit on "Citizenship in the Community." The objective is to have each student take an active part in community concerns and to be of service to the community. As part of this unit, you have recently had several speakers from the community talk to your class about the opportunities for service in the community. This was followed by a panel discussion by class members on the topic, Community Service.

The students are now enthused and want to stop talking and start acting. You suggest each student plan and execute a community service project. To get them started, you pass out a list of suggested projects. They can select from your list or select an alternative, but at least the list will serve to get the pumps primed.

In the space below, **generate in writing** a list of ten possible projects. Use a community with which you are familiar, your own service area, and high school vocational students as a frame of reference.

## COMMUNITY SERVICE PROJECTS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

After you have developed your list of projects, use the Project Checklist, p. 23, to evaluate your work.

# NOTES

# PROJECT CHECKLIST

**Directions:** Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

**LEVEL OF PERFORMANCE**

| | N/A | No | Partial | Full |
|---|---|---|---|---|
| **Each project:** | | | | |
| 1. is related to my service area | ☐ | ☐ | ☐ | ☐ |
| 2. does, in fact, provide some needed service to the community (meets the unit objective) | ☐ | ☐ | ☐ | ☐ |
| 3. is realistic in terms of cost involved | ☐ | ☐ | ☐ | ☐ |
| 4. is realistic in terms of time involved (remember, this is part of a single unit) | ☐ | ☐ | ☐ | ☐ |
| 5. is realistic in terms of the general abilities of high school vocational students | ☐ | ☐ | ☐ | ☐ |
| 6. is potentially interesting | ☐ | ☐ | ☐ | ☐ |
| 7. is potentially challenging | ☐ | ☐ | ☐ | ☐ |

**LEVEL OF PERFORMANCE:** All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, revise your list of projects accordingly, or check with your resource person if necessary.

# NOTES

Dave Smith, one of the students in your class, is planning to become a landscaper. He chooses a project which will serve the community and use his landscaping skills and interests. He submits the following plan. Review this plan, checking for strengths and weaknesses. Normally, you would meet with Dave to discuss his plan, but since he's only hypothetical, **describe in writing** the suggestions you would make, and/or the questions you would raise about Dave's plan.

## PROJECT PLAN

1. **What I need to learn**

   To be a contributing member of the community.

2. **What I plan to do**

   There is an elementary school in the east end of town that has really run-down grounds. I plan to meet with the principal there to explain how I will organize a group of students from the school to improve the grounds. We will work Saturdays. We will plant shrubs, trees, and grass. We will paint the playground equipment. It should look really nice once it's cleaned up. This way, not only am I involved, but I'm helping others to be involved, too.

   **This will include doing these things:**

   by May 3 • Meeting with the principal to outline my plans.
   by May 8 • Organizing the group of students and telling them what I need them to do.
   • Getting ahold of the shrubs, trees, and grass seed.
   by June 5 • Completing the landscaping of the grounds.

3. **Plans for evaluation**

   I will keep a record of what occurs at each organizational meeting, and each work session. My work can be evaluated by the quality of the finished product and the elementary pupils' reaction to it.

# NOTES

Compare your completed written critique of Dave's project plan with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

## MODEL CRITIQUE

Dave's plan has basic merit, but there are a few serious weaknesses in it. First, his objective needs to be stated in more specific, behavioral terms. As presently stated, it would be difficult to measure the achievement of the objective. What does a "contributing" member look like? Another weakness involves the way in which he is imposing his plan on the persons at the elementary school. The other weakness concerns the source of all those shrubs and trees, and all that grass seed and paint.

Dave needs to be made to think through the concept of "service." Does it mean doing good to others on your own terms whether they want it or not? Dave will need to play a more nondirective role. He can meet with the principal and offer to share whatever skills he has, but he should not **tell** the principal what he's going to do. The way it is planned now, he could seriously alienate the principal and the pupils by walking into their school and telling them that they have a run-down schoolyard.

To allow the principal and the group to have an input into what happens, Dave should not have completed a detailed final plan, but **should** have planned sufficiently to be able to describe the options. His present plan does not seem to have enough information to answer the questions the principal will most likely ask. For instance, where are the shrubs, trees, grass seed, and paint coming from? . . . Is a nursery donating them? . . . Are you going to ask parents or pupils to donate money to buy them? . . . If new seed is put in by June 5, who is going to care for it during the summer to make sure it flourishes? . . . How are you going to notify students? . . . When and where are you going to meet with them to organize? . . . Will there be adult supervision? . . . Will four Saturdays be enough? . . . What happens if it's not enough time? . . . Etc.

Finally, Dave needs to clarify the second item in the evaluation section further. If the objective is to be a contributing member of the community, then he needs to be able to measure whether he, in fact, contributed in the sense of adding something **positive** to the community. How is he going to get at pupils' reactions, principal's reactions, parents' reactions? What device will he use? How can he be sure that they are saying what they really think? Perhaps allowing them to be more involved in the planning phase could alleviate some of these evaluation problems.

Overall, Dave has a good idea, but he needs to do more planning before he's ready to begin the project.

**LEVEL OF PERFORMANCE:** Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing the Project Method, pp. 6–14, or check with your resource person if necessary.

# NOTES

Dave firmed up his plan and modified it to be more specific in terms of its objectives, and more realistic in terms of supplies needed and time involved. You met with him again to plan checkpoints, and to suggest some magazines you know of that show different low-cost landscaping schemes for school facilities.

At the first checkpoint, you visit the school to attend one of the organizational meetings. Afterwards, you chat briefly with Dave and the principal. You realize that the principal is running the show and that Dave is being allowed to do very little in the way of decision-making. His enthusiasm seems to be disappearing rapidly. **Outline in writing** how you would handle this. Who's at fault? What steps can you take?

# NOTES

Compare your completed written outline for guiding Dave past this checkpoint with the Model Advice given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

## MODEL ADVICE

It's not really a question of fault. It's Dave's project and he can't be blamed for wanting to be in charge. It's the principal's school and he can't be blamed for wanting to be actively involved in anything affecting that school.

However, this situation goes back to Dave's original plan and the problems there. The one thing that Dave really needs to learn is that "providing service" is not equivalent to "doing something for others." It means offering what you have and can do, and being willing to help in any capacity.

Dave can be proud that his idea motivated the principal to act. If Dave truly wants to provide service, he should be concerned about whether the project gets completed, not about who takes the major responsibility. This needs to be discussed with him at this point.

**LEVEL OF PERFORMANCE:** Your completed outline should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the case study material, pp. 21–29, or check with your resource person if necessary.

# NOTES

It's June 5th. How are you going to decide whether Dave's project has been successful or not? Make a checklist of the items you would use to measure how well Dave met his objective. A blank form for you to use is provided below.

**LEVEL OF PERFORMANCE**

| PROJECT EVALUATION CHECKLIST | N/A | No | Partial | Full |
|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
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| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

N/A
No
Partial
Full

Compare your completed checklist with the Model Checklist given below. The items on your checklist need not exactly duplicate the model items; however, you should have covered the same **major** points.

## MODEL CHECKLIST

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| 1. Dave's checkpoints and deadlines were met on schedule ..... | ☐ | ☐ | ☐ | ☐ |
| 2. Dave's records are thorough and neat ..... | ☐ | ☐ | ☐ | ☐ |
| 3. Feedback from the principal and pupils indicates that Dave's records are accurate ..... | ☐ | ☐ | ☐ | ☐ |
| 4. Feedback from the principal and pupils indicates that they feel Dave made a valuable contribution to their school. ..... | ☐ | ☐ | ☐ | ☐ |
| 5. Feedback from the principal and pupils indicates that Dave worked well with others involved ..... | ☐ | ☐ | ☐ | ☐ |
| 6. The schoolyard is improved from what it was ..... | ☐ | ☐ | ☐ | ☐ |
| 7. The principal, pupils, and parents are pleased with the schoolyard | ☐ | ☐ | ☐ | ☐ |
| 8. Dave's attitude improved as a result of this experience ..... | ☐ | ☐ | ☐ | ☐ |
| 9. Dave's self-evaluation was honest and accurate ..... | ☐ | ☐ | ☐ | ☐ |
| 10. Dave met his project objective ..... | ☐ | ☐ | ☐ | ☐ |

**LEVEL OF PERFORMANCE:** The items on your completed checklist should have covered the same **major** points as the model items. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing the Project Method, pp. 6–14, and in the case study, or check with your resource person if necessary.

# NOTES

# Learning Experience III

## FINAL EXPERIENCE

In an actual school situation,* employ the project method.

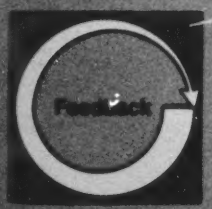
As you plan your units of instruction, decide when employing the project method could be used effectively to aid in meeting the unit objectives. Based on that decision, employ the project method. This will include—

- selecting, modifying, or developing a unit plan which includes this technique
- assisting students in selecting projects and completing project plans
- guiding students in executing their projects
- evaluating the projects in cooperation with the students

**NOTE:** Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written unit plan to him/her for evaluation before you present your unit. It may be helpful for him/her to use the TPAF from Module B–3, *Develop a Unit of Instruction*, to guide his/her evaluation.




Arrange in advance to have your resource person review your documentation and observe your use of the project method during at least one key point.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in employing the project method.

*For a definition of "actual school situation," see the inside back cover.

# NOTES

# TEACHER PERFORMANCE ASSESSMENT FORM

Employ the Project Method (C–9)

Name _____

Date _____

Resource Person _____

**Directions:** Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

| | LEVEL OF PERFORMANCE | | | | | |
|---|---|---|---|---|---|---|
| | N/A | None | Poor | Fair | Good | Excellent |
| **The teacher assisted the student in selecting a project that:** | | | | | | |
| 1. met unit objectives | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. met the student's career objectives | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. was within the student's capabilities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. could interest, motivate and challenge the student | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. was realistic in terms of cost and/or availability of materials, equipment and facilities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **The teacher assisted the student in planning by:** | | | | | | |
| 6. going over the plan and suggesting where it might be weak | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. making sure that the plan included a measurable objective | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. making sure that the plan included a careful analysis of the steps to be completed | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. making sure the plan included a list of needed supplies and equipment, and the estimated costs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. making sure that the plan included devices for record keeping, evaluation, and progress checkpoints | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. suggesting resources and instructional materials | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **The teacher guided the student in executing the project by:** | | | | | | |
| 12. checking student progress periodically | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. suggesting changes when necessary | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. offering encouragement and positive reinforcement | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **The teacher guided the evaluation of the project by:** | | | | | | |
| 15. evaluating student progress during the project | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | N/A | None | Poor | Fair | Good | Excellent |
|---|---|---|---|---|---|---|
| 16. making sure the student was keeping records of his/her progress during the project (optional) ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. evaluating the project at its termination in terms of whether or not objectives were met ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. reviewing the student's evaluation of the project ..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. evaluating the project cooperatively with the student . | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**LEVEL OF PERFORMANCE:** All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and the resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

# ABOUT USING THE CENTER'S PBTE MODULES

### Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

### Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

### Terminology

**Actual School Situation** . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

**Alternate Activity or Feedback** . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

**Occupational Specialty** . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

**Optional Activity or Feedback** . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

**Resource Person** . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

**Student** . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

**Vocational Service Area** . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

**You or the Teacher** . . . refers to the person who is taking the module.

### Levels of Performance for Final Assessment

**N/A** . . . The criterion was not met because it was **not applicable** to the situation.
**None** . . . **No attempt** was made to meet the criterion, although it was relevent.
**Poor** . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
**Fair** . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
**Good** . . . The teacher is able to perform this skill in an **effective** manner.
**Excellent** . . . The teacher is able to perform this skill in a **very effective** manner.

# Titles of The Center's Performance-Based Teacher Education Modules

**Category A: Program Planning, Development, and Evaluation**

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

**Category B: Instructional Planning**

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

**Category C: Instructional Execution**

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

**Category D: Instructional Evaluation**

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

**Category E: Instructional Management**

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

**Category F: Guidance**

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

**Category G: School-Community Relations**

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

**Category H: Student Vocational Organization**

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

**Category I: Professional Role and Development**

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

**Category J: Coordination of Cooperative Education**

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

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